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| **Curriculum Area: English****Aims/Intent:** |
| The English team at The Pavilion believe that every child has the right to develop and learn within a safe, structured, nurturing and dynamic learning environment. We aim to develop the whole child and equip them with the necessary communication skills to enable them to perform to the best of their ability, not just in English, but in all their subjects. We foster a love of reading and language through a range of literacy interventions, workshops and extra-curricular activities. It is our mission to develop an enthusiasm and lifetime interest in reading, which will spark creativity and independent thinking. This will prepare them for their Key Stage 4 studies and beyond.As many of our learners have become disengaged, as a result of their experience in mainstream, at The Pavilion we strive to include and engage every child by making the curriculum engaging, relevant and dynamic. We do this through a range of academic and enrichment strategies such as interactive media, theatre trips, visiting speakers, student led learning, sports intervention and bespoke individual learning plans. |
| **Key Stage 3**In Key Stage 3 students develop a range of reading-and writing based skills through studying novels, poetry, non-fiction and drama. Students learn how to structure an essay in preparation for GCSE and beyond as well as how to enhance their creative writing skills for a variety of purposes. |
| **Course breakdown/Implementation**  |
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| **Autumn 1** | Language: Dystopian Creative WritingLiterature: Dystopian extracts from *1984, The Hunger Games* and *Divergent.* |
| **Autumn 2** | Language: Protest writing (poetry and non-fiction) Twentieth Century protest speeches (such as Martin Luther King and anti-war speakers)Literature: War Poetry – WWI and WWII |
| **Spring 1** | Literature: Modern Text – Stone ColdLanguage: Unseen non-fiction – Homelessness/Crime newspaper articles and leaflets |
| **Spring 2** | Literature: Shakespeare’s Heroes and Villains. Exploring Shakespeare through extracts from a range of texts such as Macbeth, The Tempest, Hamlet and Othello.Language: Creative writing in character’s perspective in a non-fiction style e.g. diary writing, newspaper reports and articles. |
| **Summer 1** | Literature: Of Mice and MenLanguage: Persuasive speech (Court Drama). Students will use role play to re-enact scenes from the novel then conduct a mock court trial investigating the murder of Lennie. |
| **Summer 2** | Literature: Poetry from other culturesLanguage: Comparing texts from across the world and different cultures. Looking at childhood via a range of short stories and extracts. |
| **Assessment**  | [Exam boards, mechanism for assessment eg coursework, end-of-term, end-of-topic tests, homework etc] |

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| **Key Stage 4** |
| **Course breakdown** At Key Stage 4 pupils prepare for and sit the AQA English Language and AQA English Literature GCSE exams. Over two years they learn to analyse texts such as Jekyll and Hyde and Macbeth and experience the excellent AQA anthology of poetry. Pupils will also develop their writing skills through exploring creative writing, and learning to write to argue and persuade.The GCSE is assessed through four exams: two in English Language and two in English Literature.**In Year 10 students will study Functional Skills English Level 1 alongside GCSE English Language and GCSE English Literature. In Year 11 the students will study Functional Skills English and GCSE English Language and some will also study GCSE English Literature.** |
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|  |  **Year 10**  |  **Year 11** |
| **Autumn 1** | Writing Focus: Non- Fiction TextsProducing clear and coherent texts To describe, narrate, explain, instruct, give and respond to information, and argue using language imaginatively and creatively | Writing Focus: Creative WritingWriting effectively for different purposes and audiences: selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; Through a range of film clips and multi-media stimulus students will focus on skills required for Language Paper 1 Question 5. |
| **Autumn 2** | Literature: Romeo & Juliet**Implicit and explicit understanding** of the play: inference and deduction/comprehension skills  | Literature: An Inspector Calls**Critical reading and comprehension:** identifying and interpreting themes, ideas and information.D**rawing inferences and justifying these with evidence** |
| **Spring 1** | Literature: Poetry‘Power & Conflict’ from the AQA Anthlogy | Language:Analysing FictionStudents will study a range of short stories and extracts **reflecting critically and evaluatively on texts**, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text. |
| **Spring 2** | Language Paper 1: Creative Writing**Producing clear and coherent texts**: writing effectively for different purposes and audiences **using language imaginatively and creatively** | Language Paper 2: Writing to present a ViewpointPresenting information and ideas: selecting and organising information and ideas effectively and persuasively Planning effectively for different purposes and audiences, making presentations and speeches |
| **Summer 1** | Literature: An Inspector Calls**Critical reading and comprehension:** identifying and interpreting themes, ideas and information.D**rawing inferences and justifying these with evidence** | Literature: MacbethExplain, comment on and analyse how Shakespeare uses language and structure to achieve effects and influence the audience, using relevant subject terminology to support their views |
| **Summer 2** | Reading and Writing Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more textsLanguage Section A – Paper 1 and Paper 2 (Questions 1 – 4)**Mock Exams – 22/06/19****Literature & Language** | Revision Workshops to focus on effective answering of the Literature and Language Papers/essay writing.**Literature Exams:****Paper 1: Shakespeare and the 19th Century Novel (Ihr 45) 13/05/20** **Paper 2: Modern Texts and Poetry (2hr 15) 21/05/20** **Language Exams:****Paper 1: Explorations in Creative Reading and Writing (1hr 45) 02/06/20****Paper 2: Writers’ Viewpoints and Perspectives (1hr 45) 05/06/20** |

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| **Staff** |
| Catherine McGuinness – Head of English & LiteracyAilish Langan – English Teacher (Whetsone)Anna Newbold – Deputy Head & English Teacher (Meadway II)Derek McCamlie – English Teacher (Meadway)Kelly Knight – English Teacher & Outreach Sarah Puglia-Iglasias – Teaching Assistant |